

Progression in English (reading)

National Curriculum	<p>National Curriculum statement what children should be taught:</p> <p>Year 1: Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension: Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣ explain clearly their understanding of what is read to them.</p> <p>Year 2: Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension: Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					
	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
		Book Week			Book Week	
Phonics	<p>Phonics is taught in a highly structured and systematic programme of lessons across KS1. The school's phonics programme provides a synthetic approach to the teaching of phonics. In Year One and Two planning incorporates use of resources from RWInc.(Read Write Inc) Children are regularly assessed and placed in an appropriate group for their growing phonics knowledge. Children's knowledge is regularly assessed which enables teachers to identify any children who require focused interventions.</p> <p>Children take home a Book Bag Book to support their learning and phonic knowledge in RWInc. These books are from Sound Blending then Red Ditty through to Grey. All Rwinc Book Bag Books include notes for parents and carers on how to help their child at home with phonics. Once children complete the RWInc programme they will start RWInc Reading Comprehension, followed by RWInc Language and Literacy. The children will then take home two gold banded books.</p>					
Reading - Class Shared texts	<ul style="list-style-type: none"> • All about me acrostic poetry 	<ul style="list-style-type: none"> • Lost in the toy museum – adventure story • Australian animal poetry – 5 list poems 	<ul style="list-style-type: none"> • The Queens Bathing Machine – fiction story linked to history and significant person 	<ul style="list-style-type: none"> • Great Fire of London Text • Where do you get your ideas? - Poetry 	<ul style="list-style-type: none"> • Little Red Riding Hood – Journey Story & Setting • How to Trap a Wolf – Instructions 	<ul style="list-style-type: none"> • The Tear Thief – fantasy • Insects Matter

Progression in English (reading)

	<ul style="list-style-type: none"> • Monkey see, Monkey do – story from another culture • Rumpelstiltskin – traditional tale • Instructional texts – linked to D&T • Pop up books – linked to D&T 	<ul style="list-style-type: none"> • The tin forest – fiction story writing linked to History • Non-fiction – recount the trip to Chelmsford Museum 	<ul style="list-style-type: none"> • Poetry – rhyme 'The magic London bus' – linked to Geography • Fiction – The Naughty Bus – linked to Geography • Information text – trees linked to science deciduous and evergreen trees 	<ul style="list-style-type: none"> • Lost and Found by Oliver Jeffers – Journey Story & Information Text • Magic Box - Poetry 	<ul style="list-style-type: none"> • Jack and the Beanstalk – Defeat the Monster Tale & Discussion 	<ul style="list-style-type: none"> • The Hopallo Kangaroo by John Agard – poetry • Meerkat Mail – Meeting tale & information text
Reading	<p>During KS1, Banded and library books continue to be sent home so parents and carers can enjoy reading with their child. The children continue to be celebrated for reading at home by progressing up the 'Reading Ladder' each term. A point can also be given to those children who have an additional reading turn at school.</p> <p>The class teacher and learning support assistant hear children read regularly, primarily from their RWInc Book Bag Book so progress can be checked.</p>					
	<p>In Year 1, reading is taught through our RWInc phonics programme.</p> <p>During whole class teaching children are taught how to use skimming and scanning techniques to identify key words and phrases. They will then use these when locating answers requiring retrieval of facts.</p>			<p>In Year 1, reading is taught through our RWInc phonics programme. Once RWInc Grey Stage has been completed children will move onto the RWInc Comprehension or Language and Literacy programmes, depending on the requirements of the children.</p> <p>During Year 2, children will be able to answer more complex, knowledge- recall questions. They are taught how to analyse and 'read between the lines' so they will be able to answer inference-based questions.</p>		
Whole School Projects (assemblies)	HM Author Assemblies	World Book Day / Week HM Author Assemblies	HM Author Assemblies Library Summer Read Assembly	HM Author Assemblies	World Book Day / Week HM Author Assemblies	HM Author Assemblies Library Summer Read Assembly

Nursery				Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Reading	<p>Children in nursery always have access to books. Children can select their own stories to read, use puppets to develop storylines and make up their own stories using props. They also have set story times in a day where an adult will read stories and sing rhymes. Each week there is a story focus linked to the half termly topic.</p> <p>In addition to this, children that are due to start school in September will be given a wordless ORT book to take home.</p>			<p>There are focussed periods within the day when class teachers share traditional books and text. Stories written by appropriate authors are shared with the classes in addition to rhymes.</p> <p>Children in EYFS are introduced to the Reading Ladder, a celebration of reading at home. Bronze – 12 reads, silver, 24 and gold 36. Children who continue to read at home at least three times each week will be on the Rainbow.</p> <p>A library book and an ORT book are sent home so parents and carers can enjoy reading books with their child, as well as a book matched to their phonic knowledge.</p>		
				<p style="text-align: center;"><u>Let's Celebrate...</u> I wonder what/ who is so special?</p> <p>Comprehension – To listen to a story and comment on the events.</p>	<p style="text-align: center;"><u>Down at the bottom of the garden...</u> I wonder what lives there?</p> <p>Comprehension – To sequence a familiar story using images or objects.</p>	<p style="text-align: center;"><u>Spectacular stories and super seaside's...</u> I wonder what happens next?</p> <p>Comprehension – To demonstrate understanding of what has been read to them by retelling stories and narratives using their own</p>

Progression in English (reading)

				<p>To name the characters from a familiar story (including ORT books).</p> <p>To identify the characters and setting of a familiar book.</p> <p>To join in with the repeated refrain from a familiar story.</p> <p>To begin to use language from the story when discussing it.</p> <p>Word Reading – To identify an object when given an initial sound. To say the initial sound in a given word.</p> <p>To clap the syllables in a word.</p> <p>To say a sound for all RWI Set 1 single sounds.</p> <p>To orally blend cvc words.</p>	<p>To tell the story to another person using the book or images.</p> <p>To make a simple prediction based on the events of a story so far.</p> <p>To use the language from a story within role play and discussions.</p> <p>Word Reading – To recognise all RWI set 1 sounds including the 6 digraphs. Begin to recognise some Set 2 sounds.</p> <p>To blend and read VC/CVC words.</p>	<p>words and recently introduced vocabulary.</p> <p>To anticipate – where appropriate – key events in stories.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading - To say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>RWinc / Phonics</p> <p>September starters</p> <p>January starters</p> <p>April starters</p>	<p>Activities from phonological awareness book- phase one activities.</p>	<p>Activities from phonological awareness book- phase one activities.</p> <p>Set one speed sounds one sound per week</p>	<p>Activities from phonological awareness book- phase one activities.</p> <p>Set one sounds one sound per week</p> <p>Set one sounds three per week</p>	<p>Phonics is taught in a highly structured and systematic programme lessons across EYFS. The school's phonics programme provides a synthetic approach to the teaching of phonics. The planning incorporates use of resources from RWinc as well as the flexibility of using other resources e.g. Phonics Play.</p> <p>Each session gives our children an opportunity to revisit their previous learning, be taught new skills, practise together and apply what they have learned. Phonics teaching covers all the pre-requisite skills for reading such as sound identification, sequencing, reproduction, discrimination, segmenting and blending. The children also begin to read common exceptional words on sight.</p> <p>Initially Sound Blending Books linked to RWinc Assessments are sent home with the children and then as they progress children will be able to take home Book Bag Books matched to their phonic ability.</p>		
				<p>Set 1 Speed Sounds</p> <p>Oral blending</p> <p>Initial sounds</p> <p>Word times</p>	<p>Children split into ability groups</p> <ul style="list-style-type: none"> Set 1 sounds and oral blending Word times Set 2 sounds Ditty Books <p>Colour Books</p>	<p>Children split into ability groups</p> <ul style="list-style-type: none"> Set 1 sounds and oral blending Word times Set 2/3 sounds Ditty Books <p>Colour Books</p>
Possible:	Fiction books/non fiction			Possible Key Stories/Fiction Books		
Nursery Year A	<p>Autumn</p> <ul style="list-style-type: none"> Lulu's first day Brown Bear, Brown Bear, What do you see? Colour monster Colin and Lee Carrot and pea Animal counting (Maths week) Spot starts nursery Rosie's walk 	<p>Spring</p> <ul style="list-style-type: none"> Train ride Naughty bus hundred decker bus the whales on the bus Journey- Aaron Becker duck in a truck Car car truck jeep Whatever next aliens love underpants hundred decker rocket 	<p>Summer</p> <ul style="list-style-type: none"> shark in the park - shark in the dark rumble in the jungle bad tempered ladybird We're going on a bear hunt Hairy Maclary We're going on a lion hunt This is the bear You choose Jaspers beanstalk Kite day 	<ul style="list-style-type: none"> Owl Babies We're going on a bear hunt ORT stories The Colour Monster Mog and the Vet Emergency! The Zoo Vet Going to the Dentist Shark in the Park 	<ul style="list-style-type: none"> Supertato series Jack and the Beanstalk Jaspers Beanstalk Oliver's Vegetables Oliver's Fruit salad The Very Hungry Caterpillar Supertato Aaaarrghh Spider Norman the Slug with the silly shell 	<ul style="list-style-type: none"> The Way Back Home – Oliver Jeffers Peepo Handa's Surprise Handa's Noisy Night The Smeds and the Smoos What the ladybird heard at the seaside The Singing Mermaid Pirates love Underpants

Progression in English (reading)

	<ul style="list-style-type: none"> Peters chair Dear zoo Billy's bucket Dear Santa Christmas bear Nativity Polar bear Polar bear what can you hear Great big book of families Diwali -Hannah Elliot Rama and Sita - Malarchy Doyle Christmas festivals around the world kids recipe book . 	<ul style="list-style-type: none"> rumble rumble dinosaur room on the broom Space safari- Rachel Hudson Winnie the witch Harry and the robots . 	<ul style="list-style-type: none"> my friend the weather monster the wind blew going to the volcano . Badger and the storm colour monster goes to school Invisible string Titch . 	<ul style="list-style-type: none"> Red Hen The Entertainer Room on the Broom Stickman The Snowman The Jolly Postman (Christmas) The Christmas Story Aliens love Panta Claus Dear Santa Mog's Christmas 	<ul style="list-style-type: none"> Doug the Bug who went boing 	<ul style="list-style-type: none"> The Rainbow Fish Billy's Bucket The Proudest Blue
Possible:	Fiction/non fiction			Possible Non-Fiction Books		
Nursery Year B	<ul style="list-style-type: none"> Spot starts nursery We are all different (what makes you special) Peace at last Hug Marvellous me Where's Spot? Monkey and me Gracias, thanks All are welcome Colour monster Brown bear what do you see? The blue balloon Elmer . The nativity Dear Santa The mixed up chameleon . 	<ul style="list-style-type: none"> Oi dog! Oi cat! Six dinner Sid Harry the dirty dog Kippers new pet Dr Potts my pets have spots Some pets Where the wild things are. The tiger who came to tea. The gruffalo Not now Bernard On the way home 10 little monsters If you're a monster and you know it. Bobby and the monsters weird sea creatures sea monsters . 	<ul style="list-style-type: none"> Tiddler Flotsam (D Wiesner) Shark in the dark The rainbow fish Commotion in the ocean. Barry the fish with fingers. Octopus socktopus We're going on an egg hunt Maisy's weather book Elmers weather Snow day (EJ Keats) Seasons come and seasons go tree. Maisy's sports day Kippers beach ball Pip and Posy. The snowy day Rainbow stew First look at under the sea (Usborne) The weather (S Rotner) . 	<ul style="list-style-type: none"> It's OK to be Different: A Children's Picture Book About Diversity and Kindness Emergency Services / people who help us Diwali 	<ul style="list-style-type: none"> Cookery books - recipes It all starts with a seed Secrets of a vegetable garden A shine-a-light book Inspect an insect – ORT 1 on Reading Muddy Selection of Minibeasts books library / topic loan 	<ul style="list-style-type: none"> Tree: Seasons Come, Seasons, Go At the beach
rhymes				Possible Poetry Books (Including key nursery rhymes to learn)		
	<ul style="list-style-type: none"> brush your teeth Dance thumbkin dance head, shoulders, knees and toes if you're happy and you know it I've got a body clap hands 123 twelve days of Christmas Twinkle twinkle little star Diwali is here jingle bells Im a little firework 	<ul style="list-style-type: none"> The wheels on the bus down at the station A sailor went to sea sea sea Goldilocks went to the house of the bears we're driving our car This is the way we lay the bricks im a pirate dinosaurs five little men in a flying saucer Im a pirate magic porridge pot When you want to make a spell 	<ul style="list-style-type: none"> Wiggly woo yellow bird rock a bye baby when i was one... animals went in two by two Old macdonald had a farm down in the jungle The north wind doth blow I can sing a rainbow I hear thunder 5 currant buns days of the week 	<ul style="list-style-type: none"> Miss Polly had Dolly Head shoulders knees and toes If you're happy and you know it Jingle Bells When Santa Got stuck up a chimney Christmas Pudding Christmas themed nursery rhymes 	<ul style="list-style-type: none"> Natural world poems e.g. A Little Seed Mary, Mary quite Contary Ring A Ring O'Roses Vegetable Song Incy Wincy Spider Minibeast Song / B-U-G There's a Worm at the Bottom of the Garden 	<ul style="list-style-type: none"> The Goldilocks Song Debbie and Friends Zoom, Zoom, Zoom, 1,2,3,4,5,Once I Caught a Fish Alive

Progression in English (reading)

Nursery Development Matters (3&4 Year olds)	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary 					
Reception Development Matters				Communication & Language <ul style="list-style-type: none"> - Learn new vocabulary - Engage in story times - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Reading <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 		
Reception ELGs				Listening, Attention and Understanding ELG <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Speaking ELG <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 		

Progression in English (reading)

				<p>Literacy Comprehension ELG</p> <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories;- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Say a sound for each letter in the alphabet and at least 10 digraphs;- Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
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